

complex relationships that might remain unnoticed during waking hours. Experiments demonstrate that individuals who sleep shortly after learning retain and comprehend information better than those who remain awake, with improvements in retention ranging between 10 to 30%. While stages of slow-wave sleep (deep sleep), are essential for consolidating factual knowledge, such as vocabulary and formulas, solidifying these elements within the cerebral cortex. These stages, also linked with emotional processing, suggest that sleep may help the brain dissociate facts from their emotional context, aiding memory to retain knowledge without the original stress of its acquisition.

Learning is both a physiological and experiential journey. Through repeated neural activation, consolidated by sleep and enriched by interaction with varied environments, the brain adapts to the demands placed upon it. This adaptation is not simply a biological response but a profound reshaping of cognitive frameworks that enables humans to thrive in ever-changing conditions. Learning is about fostering a flexible, continuously evolving mind, capable of reshaping itself to understand and interpret the world anew.

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USING THE PROJECT METHOD TO DEVELOP SPOKEN PRODUCTION OF THE 10TH FORM STUDENTS

The project method is an effective way to develop the speaking competence of high school students. The use of project work helps to improve students' speaking skills, as well as to develop critical thinking, creativity and learning autonomy [2, p. 21; 3, p. 6–8]. This method helps create an authentic language environment where students can actively use lexical and grammatical structures within the topics corresponding to the syllabus. The study aims to determine the effectiveness of using the project method in teaching speaking to grade 10 students in Ukrainian general secondary institutions.

The main task of teaching spoken production is to improve foreign language communication skills. Improving these skills makes it possible to independently solve communicative and cognitive tasks, including the ability to express personal attitudes to the information, facts and events perceived. In other words, in the process of

speaking, an opinion is expressed, and the process of speech activity is closely related to mental activity. It has been established that the following mental processes are closely related to mastering foreign language speaking along with thinking: memory, imagination, perception, attention, imitation.

Speech production is the process by which thoughts are translated into speech. This includes the selection of words, the organisation of relevant grammatical forms, and then the articulation of the resulting sounds by the motor system using the vocal apparatus.

There are three main types of speech production: narrative (story, report), description and reflection, which, in turn, are divided into a number of subtypes with their own linguistic, compositional and intonational features.

The study will involve 10th grade students who work according to the curriculum of the Ministry of Education and Science of Ukraine for grades 10–11 [4, p. 22]. The programme involves the development of students' spoken production, including the ability to speak in appropriate situations, describe objects of everyday environment, events and activities, talk about everyday life, past events and plans for the future, as well as convey the content of books, films or performances, expressing their attitude to them. The length of statements is at least 20 sentences, which helps to develop structured speech.

The project method of teaching is a student-centered instructional approach where learners engage in real-world projects to gain knowledge and skills. It focuses on students applying what they learn by working on tasks that involve critical thinking, collaboration, and creativity.

Different types of projects are used to develop spoken production: research, creative, informational, practice-oriented, role-playing, and environmental. Research projects promote analytical thinking, creative projects promote creativity, informational projects promote the structured presentation of knowledge, and practice-oriented projects help students apply language skills in real-life situations. Role-playing projects promote language practice in social contexts, while environmental projects develop environmental awareness.

All types of projects support the development of communication and independent expression skills. Project topics can include such areas of communication as personal, educational, public, as well as genres of spoken production: narration, description, reflection and argumentation.

Using the project-based method in teaching spoken production skills is an effective way to improve the speaking skills. The project method is designed to teach students to think independently, establish cause and effect relationships, and solve problems by drawing on knowledge from different fields.

The project method has a lot of advantages. First of all, this method has a communicative focus, which is the purpose of learning a foreign language. In addition, this method increases students' motivation to learn English, the student reveals his or her creative potential, is active in the educational process and has the opportunity to apply their knowledge, which meets the requirements of person-centred learning.

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USING ROLE-PLAYING METHOD TO DEVELOP SPEAKING SKILLS IN HIGH SCHOOL STUDENTS

Developing effective speaking skills is essential for high school students learning a foreign language, especially in multicultural educational settings. Role-playing activities provide a dynamic method for enhancing these skills, allowing students to engage in realistic communication scenarios that simulate real-life situations. This method encourages students to overcome language barriers, gain confidence, and develop cultural awareness—key components for meaningful interaction in various social contexts.

The method of role-playing games is a highly effective strategy for cultivating productive speaking skills among high school students. This approach enriches the educational experience by introducing realistic and engaging scenarios that mimic genuine communication. Through this interactive gaming methodology, learners not only enhance their speaking abilities but also surmount language barriers, boost their self-esteem, and cultivate intercultural awareness. The emphasis on meaningful interaction aligns with the view that “communication should be at the heart of language learning, allowing students to both use the language and better internalize its structures” [1, p. 33]. Role-playing, thus, provides a secure environment where students can experiment with language use without fear of failure, encouraging self-expression and building the foundation for real-world communication.

As a form of active learning, role-playing is predicated on the principle that the most impactful learning occurs through practical engagement. In line with social learning theory proposed by Albert Bandura, students gain knowledge and skills by imitating and experimenting within a secure environment where errors do not carry severe repercussions” [2, p. 47]. This is particularly pertinent in the context of speaking instruction, as role-playing allows students to practise the language without the apprehension of making mistakes.

In the contemporary educational landscape, the utilisation of role-playing techniques offers numerous benefits. Primarily, role-playing activities enable learners